# Conversation – my school day(Conversazione – la mia giornata a scuola)

## Activity 1

Read the conversation below and respond to the questions that follow in English.

Cristina: Buongiorno Matteo, come stai?

Matteo: Non c’è male, Cristina e tu?

Cristina: Bene grazie. Senti, d’abitudine come vai a scuola?

Matteo: Il lunedì vado a scuola in macchina con mio padre perché il lunedì non lavora, poi il resto della settimana vado a scuola in autobus.

Cristina: A che ora arrivi?

Matteo: Generalmente arrivo a scuola alle otto e un quarto. Quando l'autobus è in ritardo arrivo alle otto e mezza. Come vai a scuola?

Cristina:Vado in bici o a piedi. Sono fortunata perché abito vicino alla scuola.

Matteo:Sei molto fortunata! Purtroppo abito a quaranta minuti di distanza!

Cristina: E a scuola, quale materie ti piacciono?

Matteo: Mi piace la matematica. Sono molto bravo in matematica. Mi piacciono anche le scienze, sono una sfida per me e anche sono utili.

Cristina: E ti piace l’inglese?

Matteo: Non mi piace per niente l’inglese né il francese.L’inglese è molto difficile. Non sono bravo in lingue.

Cristina: La mia materia preferita è la storia. Mi piace anche la geografia. E sono brava in italiano. Sono meno brava in geografia. La matematica è la tua materia preferita?

Matteo:No, davvero la mia materia preferita è l’informatica. È molto interessante.

Cristina:Preferisco la musica, è divertente. Non mi piace per niente l’informatica, è noiosa e stressante*.*

Matteo:Cosa mangi normalmente a scuola?

Cristina:Un panino o un’insalata. Tu?

Matteo:Ogni giorno prendo una torta o uno spuntino dalla mensa. Siamo molto diversi, non è vero Cristina?

Cristina:Sì certo*.*

## Questions

1. How does Matteo get to school most days?
2. On what day does he get to school differently? Why?
3. When does he normally arrive at school?
4. When does he get to school at 8:30 am?
5. How does Cristina get to school?
6. In what way does Matteo feel less lucky than Cristina?
7. Why do you think Matteo dislikes English and French?
8. Why does Matteo like computer science?
9. How does this compare to how Cristina feels about computer science?
10. **Challenge question**: Who do you think eats more healthily? Why do you think this?
11. What do you think ‘sono bravo/a in*’* means?

## For the teacher

Remove this section before sharing this resource with students.

This text includes vocabulary which is likely to be unfamiliar to your students.

Introduce the reading activity by reviewing the strategies for understanding texts. Find a couple of sample sentences with unfamiliar words and model the strategies for students. The strategy you choose should best meet the needs of students.

For example, you may ask students to:

* underline words they know and circle unfamiliar words
* code texts, using ‘\*’ for familiar words or structures, ‘+’ for new information, ‘!’ for ‘wow’ (something they find interesting) and ‘?’ for ‘I don’t understand’
* colour code the text to identify prepositions, nouns, adjectives and verbs.

Alternatively, lead students through the following steps:

1. Do I know these words?
2. Do they look like English words (cognates)?
3. Can I extrapolate or guess the meaning from the context?
4. Help me, I need a dictionary!

Another approach is to read for context clues.

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| Step | Action |
| 1. Read and question | Read the text carefully.  Frequently ask yourself ‘Does this make sense?’ |
| 1. Slow advance | Notice when you don’t know the meaning of a word and slow down.  Read that sentence at least once more, looking for clues. |
| 1. Stop and rewind | If necessary, go back and re-read the preceding sentence, looking for clues that will help you figure out what the word or phrase might mean. |
| 1. Read and question | When you think you’ve figured out what the word or phrase means, substitute your guess for the word or phrase.  If it makes sense, keep reading.  If it doesn’t, stop and rewind, and try again or check the meaning in a dictionary. |

Students could also use their own strategies.

Allow students time to access the text and questions independently or, if preferred, in pairs. Provide vocabulary hints for students who need additional support.

### Activity 1

1. How does Matteo get to school most days? **By bus**.
2. On what day does he get to school differently? Why? **On Mondays, he comes by car as his dad doesn’t work on Mondays**.
3. When does he normally arrive at school? **8:15 am**.
4. When does he get to school at 8:30 am? **When the bus is late**.
5. How does Cristina get to school? **By bike or she walks**.
6. In what way does Matteo feel less lucky than Cristina? **Because she lives much closer to school.**
7. Why do you think Matteo dislikes English and French? **He’s not good at languages**.
8. Why does Matteo like computer science? **It’s interesting**.
9. How does this compare to how Cristina feels about computer science? **She doesn’t like it at all – she thinks it’s boring and stressful**.
10. **Challenge question**: Who do you think eats more healthily? Why do you think this? **Cristina, because Matteo eats pies (or cakes) and snacks from the canteen every day. Cristina eats a sandwich or a salad**.
11. What do you think ‘sono bravo/a in…*’* means? **I’m good at …**

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